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ABSTRACT

This resource guide for teachers offers material for teaching money management in classes ranging from elementary through adult level. The guide covers seven key concepts in separate units: values and goals, income and employment, money management, financial products and services, credit, insurance, and savings and investments. Each unit includes generalizations, classroom objectives, learning activities, key terms, and an annotated list of suggested resources. In addition, the guide explains how to use an interdisciplinary approach, suggests community resources, and outlines how to adapt materials to groups of different ages and abilities. Student questionnaires, case studies, guidance for planning field trips, and a list of student research projects bulletin board ideas are provided. A reference list gives names and addresses for periodicals and newsletters, computer software, and associations and educational agencies. (KC)

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# Your Guide for Teaching

## Money Management

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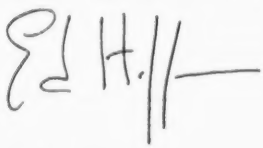

**Edwin P. Hoffman**
President and Chief Operating Officer
Household International

YOUR
GUIDE FOR
TEACHING

# Money Management


Edited by

**MONEY MANAGEMENT INSTITUTE**

Joyce E. Bryant
Vice President, Consumer Affairs

Sharon M. Tarrant
Manager, MMI

Nancy H. Baran
Editor, MMI

HOUSEHOLD FINANCIAL SERVICES

Prospect Heights, Illinois

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## Introduction

Consumer education provides individuals with the means to maximize their resources to satisfy needs and wants. To have the greatest impact, consumer education should be presented in a manner that makes the content relevant to each participant. The challenge? To give all students the foundation they need to function effectively in the economy and society once they leave the classroom.

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# How to Use This Guide

The purpose of this booklet, YOUR GUIDE FOR TEACHING MONEY MANAGEMENT, is to help you build a strong program in personal and family economic education through which students can develop economic competence. It can be used to develop a broad consumer economics program, to teach a single unit or to incorporate money management concepts into several different subjects.

The Guide is divided into six major sections:

- **How to Use This Guide.** Instructions for teachers or leaders on how to adapt information to a particular audience and incorporate an interdisciplinary approach into the classroom.
- **Using Classroom Resources.** Suggestions for using and evaluating resources.
- **Teaching Tools.** Teaching activities which can be used to introduce a unit on money management, assess students' understanding of the topic, motivate them, and evaluate their progress and learning.
- **Money Management Teaching Strategies.** Seven key concepts related to the basic principles of managing money: 1) values and goals 2) income and employment 3) money management 4) consumer credit 5) financial products and services 6) insurance and 7) savings and investments. Each concept includes key terms, instructional objectives, generalizations, learning activities and a list of suggested resources.
- **Additional Learning Activities.** A variety of teaching ideas to stimulate learning and provide students with an opportunity for further study.
- **General References.** A detailed list of inexpensive or free materials from public, private and government resources, which are available for classroom use.

## Adapting to the Audience

To use the GUIDE effectively, choose the ideas, suggestions and projects that are best suited to the needs and interests, experience and understanding, age and ability level of your group. The following suggestions can help you adapt the material to your teaching situation.

*In working with elementary school students,* be sure to relate the material to the community and their environment. When you do, even young children can begin to understand basic economic concepts. By the time they are in school, most youngsters have had some experience in using money. Use the following ideas to adapt the GUIDE to the needs of your classes.

- Draw on the child's experiences in the home, school and community.
- Use examples and words that children understand to explain economic terms.
- Enable children to see and experience some economic aspects of living by organizing a field trip to a financial institution or store, setting up a small business in the classroom, or arranging some similar activities.
- Work economic concepts into the curriculum where they fit logically, and make an effort to point out their relationship to different subjects: language arts, math, science, social studies.
- Dramatize and visualize economic concepts when possible, through stories, role playing, movies, posters and pictures.

*In working with students with special needs,* you may wish to rephrase questions and problems in terms more familiar to them. Aim toward developing basic concepts and generalizations. Select basic questions and learning experiences, moving slowly from the specific to the general. It may be effective to repeat important information several times.

*In working with groups of intermediate or average ability,* you may be able to use many of the ideas in the GUIDE with little revision. Select materials that fit their particular needs and interests. Use learning experiences which lead them to form concepts and generalizations relating to the basic aspects of money management.

*In working with advanced or accelerated groups,* use the more complex activities and projects to make the study more stimulating. Promote discussion and encourage individual expression. Select learning experiences that lead students to form concepts and generalizations independently. The activities should apply to personal economics at the individual and family level, and concern economic policy at the community and national levels. Advanced groups can handle activities and projects which require outside research study and problem solving.

*In working with low income groups,* try to meet them on their own ground and in familiar surroundings. Begin the course with a subject of real interest that is uniquely relevant to their needs and concerns. Create opportunities that permit them to apply new knowledge – to use and show what they have learned. Let individuals in the group know when they make progress. Above all, display an abundance of understanding and encouragement.

*In working with club groups,* be informal and activity-centered in your teaching program. A verbal and visual approach is more effective than an academic approach. Because of the importance of consumerism, many club groups are studying personal and family finance. Be sure to stress the practical application of the activities.

*In working with adult education programs,* success depends on relevant subject matter, mutual respect between teacher and students, cooperative planning, and emphasis upon individual needs and student participation. Generally speaking, adults need and want practical information and skills they can use in daily life. Very often they will have experiences to share that will enrich learning for the entire class. Encourage adults to participate actively in the consumer economic session you organize.

# Using Classroom Resources

## Using an Interdisciplinary Approach

One of the more effective ways to give all students the foundation they need to function effectively in the marketplace and in society is through an interdisciplinary approach. One or more courses in consumer education, team-taught by educators from various disciplines, take time and effort to coordinate but offer several advantages. This approach:

- draws on the expertise of teachers in specific subject-matter areas.
- allows students to see the interrelationships among the numerous disciplines they have been studying.
- encourages the efficient use of outside community resources.
- avoids duplication – the "but I've had that already" syndrome.

The organization of the interdisciplinary consumer education course frequently centers around a business education/home economics/social studies core. Teachers of English, science, math and health may also contribute their own particular expertise and reinforce basic concepts. The chart on page 5 offers suggestions for team organization and possible content.

Education extends far beyond the classroom setting. People and places in the community can provide a wealth of information and learning experiences. Educational materials — films, filmstrips, videos, computer software, booklets, textbooks, posters and periodicals — can be obtained from many business organizations, trade associations, educational institutions and government agencies. Your selection should be governed by needs of the group and the quality of the resources.

## Selecting Appropriate Resources

The number of resources which can be used to enrich the teaching of consumer economics is almost limitless. Your challenge is to select those most appropriate for the age and ability levels of your students. The following questions were designed to help you choose wisely among them.

1. Can the resource be adapted to the needs, interests, abilities, age level, socioeconomic background and locale of your learners?
2. Is the information accurate, honest, objective, and reasonably complete?
3. Is the resource readily available, easy to use, and moderately priced?
4. Is the format well-designed and illustrated, clear and easy to understand?
5. Is the information timely and related to the subject matter being studied?
6. Will the content enrich the study of money management?
7. Is the information based on research and consultation with recognized authorities in business, education and/or government?
8. Will the content help learners think, understand, and evaluate?
9. Will information introduce learners to resources that can be tapped in the future?
10. Will the resource help students better understand our economic system and the role that individuals play?
11. Is the credibility of the resource undermined by excessive advertising claims?
12. Will the guest speaker allow you to videotape the presentation for future use?
13. Is computer software available for review and evaluation? Is the program easy to use? Can it be adapted to different individual and/or group activities? Is the user's manual helpful? Can it be duplicated?

## INTERDISCIPLINARY APPROACH

| BUSINESS EDUCATION | HOME ECONOMICS |
|---|---|
| business' role in our economic system<br>business' rights and responsibilities<br>business' efforts to aid consumers<br>banking<br>insurance<br>investments<br>taxation<br>credit availability<br>credit<br>contracts<br>employee benefits<br>financial recordkeeping | values<br>goal setting<br>decision making<br>decision implementation<br>developing resources<br>financial planning<br>evaluating quality<br>consumers' role in our economic system<br>quality of life |
| **SOCIAL STUDIES** | **ENGLISH** |
| consumer rights and responsibilities<br>consumer law<br>consumer protection<br>financial issues in the marketplace<br>government's role in our economic system<br>federal agencies<br>government regulation<br>comparative social/economic systems<br>taxation<br>role of agriculture in the economy and world trade | business letters<br>consumer economic terms<br>values, goals and career decisions in novels and biographies<br>dramatic presentations related to consumer problems and issues<br>newspaper articles<br>debate on financial issues<br>writing advertisements |
| **HEALTH** | **MATHEMATICS** |
| community/government health programs<br>health, accident and disability insurance<br>the economics of nutrition | computations related to credit charges, savings, investments and taxes<br>computing federal income tax<br>writing checks and balancing a checkbook<br>percentages<br>time value of money<br>compounding of interest |

# Resources Within Your Community

People and places in your community can provide practical learning experiences in personal and family finance. You can use these community resources in ways that enrich your instruction. The accompanying chart lists possible resource people, shows how to involve them in the class and suggests topics they might address.

# Planning and Evaluation

The effectiveness of the outside classroom resources you select will largely depend on the ways they are used. The following suggestions can help you obtain the greatest value from their use.

**Planning**
Planning is necessary to gain the maximum benefit from classroom resources. Such preparation requires that you:

- *evaluate each resource* before presenting it.
- *make necessary arrangements* with those involved in special activities (guests, supervisors, parents or organizations).
- *set up the time, place and required equipment* for the presentation.
- *prepare students* through... introductory information about the person, place or material... preparatory assignments and discussion...questions and answers concerning what is planned, what is to be learned, how it is to be presented, what resources are to be used, and when and why the presentation has been planned. Have students prepare questions to ask during the session.
- *discuss with guest speakers* what has been done to prepare the students, what the outside presentation should achieve and what activities will follow. This should enable resource people to gear the presentation to specific audience needs and abilities. Consider presenting the speaker with a certificate of appreciation for speaking and have one of the students write a thank-you note.

**Evaluation**
An evaluation of outside classroom resources helps clarify what has been learned and provides a basis for choosing future materials and activities. Meaningful appraisal of resources can be a group project -- including you and your students. It involves:

- obtaining feedback from students.
- testing the group's understanding of the materials being presented.
- discussing the presentation in terms of what was learned, whether it was worthwhile, how it could have been improved, whether it met the criteria for outside resources, whether it should be repeated in the future.

## COMMUNITY RESOURCES

| RESOURCES | WAYS TO INVOLVE THEM | TOPICS |
|---|---|---|
| **Young Adults**<br>• High school juniors and seniors<br>• Dropouts<br>• College students<br>• Young marrieds<br>• Working graduates | • Interviews<br>• Combined classes<br>• Guest speakers<br>• Questionnaires<br>• Surveys | • Costs of being a senior<br>• Planning to meet expenses<br>• Financial adjustments after graduation<br>• Planning to meet college expenses<br>• Financial aid, grants, loans, scholarships, etc.<br>• Financial problems in early marriage<br>• Managing two incomes in a marriage<br>• Financial aspects of earning a living<br>• Preparation for jobs |
| **Single Adults**<br>• Career-oriented individual<br>• Divorced person<br>• Widow or widower<br>• Retired person | • Interviews<br>• Group or panel discussions<br>• Questionnaires<br>• Surveys<br>• Guest speakers | • Financial planning for living alone<br>• Investment goals<br>• Planning for retirement<br>• Changes in lifestyles |
| **Parents**<br>• PTA<br>• Single parent<br>• Dual-career family<br>• Working mother<br>• Traditional family<br>• Teen parent | • Interviews<br>• Group or panel discussions<br>• Home experiences involving parents<br>• Surveys | • Cost of having and raising children<br>• Parents' views on teenage spending<br>• Actual problems in family financial planning<br>• Examples of family goals, needs, wants<br>• Methods of managing family income<br>• Interaction of family members in planning the use of income<br>• Balancing career and home |
| **Business**<br>• Representatives from Chamber of Commerce<br>• Human resource professionals<br>• Career counselors<br>• Small business owners<br>• Economists | • Interviews<br>• Guest speakers<br>• Surveys | • Role of profits in the economy<br>• Employee benefits<br>• Career opportunities<br>• Employment outlook |

| RESOURCES | WAYS TO INVOLVE THEM | TOPICS |
|---|---|---|
| **Financial Community**<br>• Representatives from financial institutions<br>• Credit managers in retail stores<br>• Credit bureau representatives<br>• Credit counselors | • Field trips<br>• Guest speakers<br>• Interviews | • The Federal Reserve System<br>• The Bank of Canada<br>• How financial institutions operate<br>• Kinds of financial products and services, i.e., home equity loans, depository accounts, etc.<br>• How to balance a checkbook<br>• New technology and future trends<br>• Competition in the marketplace<br>• How to establish credit<br>• Types of credit<br>• Credit-reporting agencies<br>• How to use consumer credit wisely<br>• Avoiding credit problems<br>• Debt counseling<br>• Bankruptcy |
| **Insurance Agents** | • Interviews<br>• Guest speakers<br>• Surveys | • Types of life insurance<br>• Purpose of insurance<br>• Individual/family needs for insurance<br>• Insurance information sources<br>• No-fault insurance<br>• Tenants insurance<br>• Disability medical insurance |
| **Investment Community**<br>• Financial planners<br>• Stockbrokers<br>• Real estate agents<br>• Accountants | • Interviews<br>• Guest speakers<br>• Field trips | • The stock exchange<br>• Investment programs<br>• Services offered by stockbrokers<br>• Types of investments<br>• Investment choices for small investors<br>• Investment risks<br>• Choosing a financial planner<br>• Owning real estate<br>• Understanding taxes<br>• Mutual funds |
| **Community Support Groups**<br>• Legal Aid Society<br>• Crisis Center<br>• Family Services Association<br>• Credit Counseling Service<br>• Extension agent<br>• Family counselor | • Interviews<br>• Panel discussions<br>• Guest speakers | • Realistic problems of individuals and families in handling money<br>• Support offered by the community group<br>• Establishing family communications |

| RESOURCES | WAYS TO INVOLVE THEM | TOPICS |
|---|---|---|
| **Social or Government Agencies in the U.S.**<br>• Social Security Administration<br>• Internal Revenue Services<br>• Federal Trade Commission<br>• City government officials<br>• State Attorney General's Office<br>• U.S. Consumer Affairs Office | • Guest speaker<br>• Field trips | • Functions of social and government agencies serving the community and strengthening the economy<br>• Type of assistance offered by each agency<br>• Laws governing each agency<br>• Taxation<br>• Use of revenues |
| **Social or Government Agencies in Canada**<br>• Consumer and Corporate Affairs<br>• Revenue Canada – Taxation<br>• Labour Canada | | |

# Teaching Tools

The successful teacher or leader is often a master motivator — making classes stimulating for all concerned. Through discussion, activities and projects, students can discover how they feel about money, evaluate their ability to handle financial matters, and develop problem-solving techniques and strategies which will be useful to them as consumers throughout their lives. Your audience and the amount of time available to you will determine which areas should be emphasized. Some items may need to be altered to meet your requirements or deleted to fit your time frame. Following are several suggestions you may use to add interest to your classes or group meetings. They can be used to introduce the program or as special activities during the session. (See *Additional Learning Experiences* on page 46.)

Other teaching tools which can be equally effective:

- *Games or simulation* experiences that encourage learning through participation.
- *Surveys* to identify specific money management problems, behavior patterns and spending choices that individuals have in the community.
- *Television and radio programs, movies, magazines and newspapers* that serve as sources for case studies.
- *Cartoons* that expose students to different viewpoints and introduce timely topics.

## Word Association

Association with key words can be used to discover individual and group attitudes about economic matters. Ask students to respond orally or write down the first word that comes to mind in connection with any of the following terms. You may want to use only ten or twelve terms at a time. Follow up with a group discussion to allow learners to express and exchange ideas.

budget
cheap
credit
deficit
economical
employment
entrepreneur
financial plan
free enterprise
generic
global economy
goals
income
inflation
interest
money
needs
price
profit
recession
retirement
savings
security
spendthrift
stock market
taxation
unemployment
values
wants
wealth

## QUESTIONNAIRE

Questionnaires are an effective way of establishing what students know or need to know about managing money. They can provide clues to consumer behavior, and in turn serve as guidelines for teaching. The following questions can be revised to meet the needs, interests and maturity levels of the participants.

| | Yes | No | Sometimes |
|---|---|---|---|
| 1. Do you write down your goals? | | | |
| 2. Do you know how your values and goals influence spending? | | | |
| 3. Do you keep a record of spending to learn more about your actual spending habits? | | | |
| 4. Do you have some form of savings? | | | |
| 5. Do you have a list of goals you hope to reach within the next year? | | | |
| 6. Do you balance spending with income? | | | |
| 7. Can you adjust your financial plan to meet unexpected situations? | | | |
| 8. Do you keep the items you own in good condition? | | | |
| 9. Do you and your family work together in planning the use of family income? | | | |
| 10. Do you know approximately how much your family spends on you each year? | | | |
| 11. Do you recognize the needs of others in your family? | | | |
| 12. Do you find out the cost of credit before you use it? | | | |
| 13. Do you know what responsibilities you assume in using consumer credit? | | | |
| 14. Do you pay bills promptly? | | | |
| 15. Do you ever read the financial sections in newspapers? | | | |
| 16. Do you know the percent of income you pay in taxes and how the money is used? | | | |
| 17. Do you know how consumer decisions affect business and the economy? | | | |
| 18. Do you know your consumer rights and responsibilities? | | | |
| 19. Can you list three investment choices for a small investor? | | | |
| 20. Do you know the amount of interest you earn on savings? | | | |

## OPINIONNAIRE

Statements requiring opinions can be an effective way to discover understandings and attitudes about money. They may also lead to stimulating discussions. Consider the following.

| | Agree | Disagree | Undecided |
|---|---|---|---|
| 1. Clearly defined goals contribute to wise spending. | | | |
| 2. A large income is essential to security and happiness. | | | |
| 3. The power of choice is present with incomes of all sizes. | | | |
| 4. Financial planning takes the fun out of spending. | | | |
| 5. Needs and wants are the same thing. | | | |
| 6. Families with high incomes do not need to manage money. | | | |
| 7. Parents should tell a child how to spend money. | | | |
| 8. Family members should decide together how income will be used. | | | |
| 9. A high price means top quality. | | | |
| 10. A sound credit rating is a valuable financial asset. | | | |
| 11. Credit can help families raise their standard of living. | | | |
| 12. Teenagers should have their own credit cards. | | | |
| 13. Investing in the stock market is the best way to provide financial security. | | | |
| 14. Government should protect consumer rights. | | | |
| 15. Consumers play a minor part in the success or failure of our economy. | | | |

# Money Management Teaching Strategies

This section is divided into seven *key concepts:* Values and Goals, Income and Employment, Money Management, Consumer Credit, Financial Products and Services, Insurance, and Savings and Investments. Key terms, instructional objectives, generalizations, learning activities and suggested resources accompany each concept. They can help you develop learning experiences well-suited to the interests, abilities and backgrounds of the group, and these in turn will encourage them to apply what they have learned to the world around them.

# Concept 1 Values and Goals

| Instructional Objectives | Generalizations |
| --- | --- |
| • Identifies personal values and related goals. | Values are the ideals and principles by which we live.<br>Values grow out of learning experiences in the home, school, church and community.<br>Values and goals differ for each individual and family. |
| • Describes how values and goals influence decision making and the use of resources. | The importance of a particular value may change with each decision-making situation.<br>Value conflict involves the valuing of two things which are incompatible.<br>Cooperation of family members contributes to establishing and reaching family goals. |

## Learning Activities

Think about your values and goals.

- Who are you? Where are you going? What do you want from life?
- What are values? How are they formed? Give examples.
- What are goals? How are goals related to values?
- How are personal and family goals established?
- Have your values and goals changed in the last three years?
- How do your values affect your family life, education, work, choice of a career, friendship, use of money, plans for marriage?

Collect clippings from magazines or newspapers which reflect your values and what you hope to achieve. Make a personal collage.

- How are values expressed in the home you live in, the money you spend, the car you own, the activities you enjoy, the interests you pursue, the clothes you wear, the friends you choose?
- Is there a predominant theme in the clippings you chose: health, friends, family, material comforts, beauty, church, education, etc.?
- How and why did you come to hold these values and goals?

List areas in which people's values often differ (social, political, moral, intellectual, economic). Discuss some differences and reasons for them.

- What is the difference between values and goals? Can a value ever be a goal?
- How are different values influenced by the home, school, community, mass media and church?
- How do values and goals influence the way people feel about family life, friendship, responsibility, government, education, religion, work, leisure, marriage, parenthood?

Dramatize the following through role-playing: a family setting spending goals...an engaged couple establishing goals for married life...a family deciding which of several goals will have top priority.

- Is it important for family members to agree on values and cooperate in setting goals? Why or why not?

## Key Terms

attitudes
beliefs
cultural differences
goals
goal setting
needs
opportunity costs
resources
status
value clarification
value conflict
values
wants

| Instructional Objectives | Generalizations |
| --- | --- |
| | |
| • Applies knowledge of values and goals to decisions within the marketplace. | Values and goals influence the way income is earned and used. |
| • Sets priorities for personal goals. | Goals are specific aims and objectives which reflect a set of values.<br>Short-term goals are things we want soon and long-term goals are things we want several years from now. |
| • Evaluates personal needs and wants in light of expressed values and goals. | Needs and wants are a reflection of our values and goals. |

# Learning Activities

- What are some subtle, rather than direct ways families formulate goals?
- How much input should children have in setting family goals?
- How do values affect the way income is spent or saved?

Read about the life of a public figure you admire. Report on the values and goals that influenced, positively or negatively, that individual's life.

- What values influenced this individual?
- Why do you value this person?

Discuss the kinds of goals set by students, single adults, newly married couples, beginning families, growing families, retired couples.

- How might these change if a spouse dies or a divorce takes place?
- What value conflicts might occur for a single-parent family (i.e., the need to work vs. nurturing a child in the home)?

List four short-term and long-term goals and set a target date for reaching them.

- Which goals are most important to you?
- How can goals help you to control your spending?
- What circumstances may cause you to change or modify your goals?

Evaluate the obstacles and opportunities you may encounter in your efforts to reach them.

- What resources are needed to meet your goals? How can these resources be developed or obtained?
- Must you reach your first goal before your second one can be met? When might this be the case?
- What steps can you take toward reaching your goals this week? Next month? Six months from now?

Think about the last five major purchases you have made.

- Were you satisfied with the purchases? Why or why not? Were they related to your values and goals?
- How do values affect the way income is spent?
- When have your spending choices failed to reflect your values or been in conflict with your values?

# Suggested Resources

**The Confident Consumer**
Campbell, Sally R. The Goodheart-Willcox Company, Inc., 123 West Taft Drive, South Holland, Illinois 60473. 1987. A practical student text which focuses on economic concepts and consumer decisions in the marketplace. Includes learning objectives, discussion questions and case studies. $14.97 plus shipping and handling.

**Consumer Choice in the American Economy**
Herrmann, Robert O. South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227. 1988. A good overview of consumer issues in the marketplace. Text also includes sections on handling personal finances and managing risk. $29.25.

**Consumers in the Economy**
Green, D. Hayden. South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227. 1988. An easy-to-read text which centers on four topics of concern to all individuals: economic understanding, decision making, financial management and resource management. $23.18.

**Values Clarification**
Simon, Sidney; Howe, Leland; and Kirschenbaum, Howard. Dodd Mead & Company, 71 Fifth Avenue, New York, New York 10003. 1985. Provides 79 specific strategies to help students identify and clarify their values. Adaptable to most age and experience levels. $9.95.

**Your Financial Plan**
Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, Illinois 60070. 1987. Presents a personalized easy-to-read plan for managing income to meet goals. $1.00.

# Concept 2 Income and Employment

| Instructional Objectives | Generalizations |
|---|---|
| • Describes the relationship between education, employment, income and standard of living. | Education and training usually increase opportunities to work and earn. |
| • Recognizes that changes in the economy affect employment. | Economic conditions affect job opportunities and job security. |
| • Analyzes one's role in the marketplace as a producer, consumer and citizen. | Work is usually required to produce money income.<br>The true value of money depends on the amount of goods and services and accompanying satisfactions it will buy.<br>The ability to earn money affects income and buying power.<br>Productive workers not only earn income, but also contribute to the productivity of society. |

## Learning Activities

Prepare a graph that displays the typical occupations and incomes of non-high school graduates, high school graduates, college graduates and technical/vocational school graduates.

- Why does more education generally mean more income?
- What connections can you make concerning education, income and job security?
- What factors affect the rate of compensation in various career areas?
- How do the income/education figures differ for men and women?
- How can you be "overeducated" or "overqualified"? How would this affect job opportunities?

Discuss unemployment and how it affects our society — economically and socially.

- What is the rate of unemployment nationally? In your state?
- Who is considered "unemployed" by the U.S. Bureau of Labor Statistics or Statistics Canada? How do they determine the unemployment rate?
- What segments of the population are more susceptible to unemployment? Why?
- How do overall economic conditions and business trends affect employment?

Investigate and report on ways to earn money while in school or during summer vacation.

- What opportunities are available?
- What is the minimum wage?
- What factors should you consider before starting a job during the school year?
- How might experience in a part-time job help you when applying for a full-time position?

Discuss the following points as they relate to working women.

- How might a family's level of living change with the addition or deletion of a second income? How might lifestyles change?
- Why are more women entering the work force?

## Key Terms

deductions
discretionary income
disinflation
employment
entrepreneur
free enterprise
fringe benefits
gross income
income tax
inflation
minimum wage
net income
nonmoney income
productivity
psychic income
recession
Social Security
standard of living
taxes
transfer payments
unemployment
withholding

| Instructional Objectives | Generalizations |
| --- | --- |
| • Identifies various sources of income. | Money can be obtained from investments, property rental, interest on savings, pensions, insurance, inheritance and government transfer payments. (Social Security, public assistance, etc.)<br><br>Nonmoney income includes the goods and services one produces directly for personal or family use or receives in exchange for work.<br><br>Psychic income includes the nonmoney rewards of work, such as personal satisfaction, enjoyment and friendships. |

# Learning Activities

- Many working women have preschool children. Many are single parents. What impact does this have on our economic system (income, consumption, unemployment, demand for social services, etc.)?

Examine your role as a taxpayer.

- What portion of your income do you receive directly (net) and what portion goes to the government in the form of taxes?
- What types of deductions are frequently withheld from a paycheck? What percentage is deducted for Social Security?
- Find out what types of goods and services are paid for by local, state and federal taxes. What benefits do taxpayers receive?
- Which services would you be willing to support with higher taxes? Why? Which program would you reduce or eliminate? Why?

Study the 1040EZ income tax form and practice filling it out. Who may file a 1040EZ form?

- Make a list of terms to know — standard deduction, personal exemption, W-4, FICA, 1040.
- What is included as income?
- What is the standard deduction for singles? What is the personal exemption?
- What documents need to be kept for tax purposes and for how long?
- Develop case studies for a single taxpayer, a married couple filing jointly and a head of household. Using the tax tables provided in the 1040 tax form, determine the taxes owed by a single taxpayer, a married couple filing jointly, and a head of household.

Write a report on the free enterprise system.

- What is the role of profits and competition in our economy? Why are they essential to the free enterprise system?

How do the laws of supply and demand affect what is produced? The price of goods?

- What role do you play in the economy as a producer? A consumer?
- How does our government influence the economy?

Analyze the values you hold which concern money or income.

- What does money represent to you?
- How is money used? Is it always confined to purchasing goods and services? Explain.
- What is income? Is income always money?
- What are some of the "good things in life" money cannot buy?
- How do spending patterns and income levels change during different stages in life?

# Suggested Resources

**Checklist/Catalog**
Joint Council on Economic Education, 432 Park Avenue South, New York, New York 10016. Annotated list of JCEE materials for teachers — curriculum guidelines, audiovisuals, student projects, games, etc. Free.

**Co-op Education**
National Commission for Cooperative Education, P.O. Box 775, Boston, Massachusetts 02117. An easy-to-read guide which explains how students can gain practical, realistic work experience compatible with their majors and earn while they learn through different co-op education programs. Free.

**Enterprise Is...America**
Special Services Department, U.S. Chamber of Commerce, 1615 H Street, N.W., Washington, D.C. 20062. The latest in the popular "Economics for Young Americans" Series. This kit contains four units, each with a filmstrip, cassette sound track, teaching guide and lesson plans. The program covers profits, competition and productivity, world trade and investment in business. Contact your local Chamber of Commerce or write to the address listed above.

**How to Teach...Without Using Formal Economics**
National Schools Committee for Economic Education, 86 Valley Road, P.O. Box 295, Cos Cob, Connecticut 06807-0295. A simple guide covering the four basic elements of our free enterprise system: profit, competition, productivity and automation. $2.00.

**Personal Finance**
Rosefsky, Robert S. John Wiley & Sons, Inc., Attn: Order Department, 1 Wiley Drive, Somerset, New Jersey 08875. 1987. Discusses basic economic concepts and the decision-making process as it relates to all areas of personal and family finance. Consumer checklists and student activities accompany each chapter. $30.20 plus shipping and handling.

**Understanding Taxes — Teacher's Resource Package** (Publication 21)
To request a free copy, send name and school address to: Internal Revenue Service, P.O. Box 1400K, Dayton, Ohio 45414. Geared to the secondary level, this excellent teaching package contains VHS video cassettes, computer software (Apple), transparencies, and student handouts. Includes annual updates.

| Instructional Objectives | Generalizations |
| --- | --- |
| • Evaluates career opportunities on the basis of personal interests and abilities, and a realistic appraisal of the job market. | The choice of an occupation can be influenced by one's values, abilities, interests, goals and job opportunities.<br><br>Job opportunities and wages in a specific occupation are determined by the supply of and demand for workers in that field. |

# Learning Activities

List several ways to save money income by producing goods and services for personal use rather than buying them.

- What goods and services are typically produced by individuals and families and which are usually purchased?
- What resources other than money are utilized when you produce goods and services?
- What are resources such as time, energy and materials worth to you?

Describe what you can do to prepare for, obtain and hold a job.

- What are your responsibilities for employment?
- How can you develop the ability to earn money?
- What does working have to do with being a self-supporting, productive member of society?
- What personal characteristics do employers find most desirable?

Using the *Occupational Outlook Handbook*, investigate three career choices which interest you.

- What are the advantages and disadvantages of each? The level of education or training required? The job responsibilities? The salary range and opportunities for advancement?
- What factors affected your career choices?
- What steps would you follow in preparing for a career?
- What resources are available to aid in the selection of a career in a particular field or with a certain company?
- Do federal, state or provincial laws (professional licensing, union requirements, minimum wage) affect employment in the fields you are investigating? How?
- What part-time jobs (paid or volunteer) are available which would provide practical job experience?

List the careers you might have over your lifetime.

- When might these career changes occur? What might bring about these changes?
- Would such changes involve additional education? Are continuing or lifelong education programs available in your area? What subjects are included?
- Would continuing your education past high school represent a good investment? How about the future?
- Investigate the different types of financial aid and cooperative educational programs which are available to students lacking the financial resources to continue their education.

# Suggested Resources

U.S. Department of Labor, Bureau of Labor Statistics, Room 2822, 441 G Street, N.W., Washington, D.C. 20212.

- **Occupational Outlook Handbook**
  Includes information on employment, educational and training requirements, advancement possibilities, job prospects, and where to find additional information. $22.00.

- **Occupational Outlook Quarterly**
  General information on career opportunities. $2.00. ($5 per year.)

# Concept 3 Money Management

| Instructional Objectives | Generalizations |
|---|---|
| • Identifies economic and noneconomic resources that may be used in financial planning. | Resources include time, energy, ability, knowledge, skills, attitudes, tools and money.<br>Available resources can sometimes be substituted for unavailable resources.<br>Combining two or more resources can sometimes increase one's effectiveness in meeting needs and wants. |
| • Explains how wise money management can increase consumer satisfaction when resources are limited. | Resources are limited while wants may be unlimited.<br>Money management makes it possible to meet the most important and greatest number of needs and wants in exchange for available resources.<br>The cost of one purchase eliminates the opportunity to buy other goods and services with the same money.<br>Cooperation of family members contributes to managing and using family resources. |
| • Applies the concept of limited resources to personal financial planning. | Effective money management is based on a realistic evaluation of individual and family needs, wants, values, goals and resources.<br>Community, state and national resources are used to meet many types of individual and family needs and wants. |

## Learning Activities

Plan your use of resources to meet a specific need or want.

- What are resources?
- What human resources (special skills and abilities) are economic resources?
- How can resources be used to achieve goals?

Examine the similarities and differences in financial planning for a teenager, a young adult, a family, a business, a community, a government.

- What kind of information is needed to plan future spending?
- Who makes the decisions in each case? Who establishes the priorities for the use of income? Might someone (or some group) have veto powers over the plan?
- How might income be earned in each example?
- How are resources allocated? How does the principle of opportunity costs provide guidelines for allocating resources?

Bring to class examples of individual or family financial problems. Suggest ways they might be solved.

- Are financial problems confined to one economic group?
- How do the kinds of problems differ with the income level of the individual or family?
- Are the causes of financial difficulties similar? How do they differ?
- Does the root of the problem stem from the individual or family (i.e., over-spending) or from some external force (i.e., work layoff, illness)?
- What resources are available to aid those with financial problems?

Conduct a survey to investigate community resources available to individuals and families.

## Key Terms

assets
credit
discretionary income
disposable income
financial planning
fixed expenses
flexible expenses
liabilities
net worth
opportunity costs
periodic expenses
resources
scarcity

| Instructional Objectives | Generalizations |
| --- | --- |
| • Analyzes factors that influence money management decisions in specific situations. | Needs, wants, goals and resources change over a lifetime. |
| • Develops a financial plan based on current income and expenses, values and goals. | Money management is the process of developing, following, evaluating and, when necessary, revising a plan for the use of income.<br>A financial plan will help you to obtain those things which are most important to you. |

# Learning Activities

Discuss how the following might influence an individual or family money management plan.

- resources
- prices
- inflation
- credit
- insurance
- savings
- investments
- unemployment
- taxes
- economic conditions

Plan what you would do with an unexpected gift of $25, $50, $100, $500, $5,000, $1 million.

- Would you use the money differently if you had earned it? How?
- How does your plan for the money illustrate your values and goals?

Use role playing to dramatize: a couple planning for the costs of a first child...a couple discussing the pros and cons of the wife working...a teenager discussing the purchase of a first car with parents...a family planning the care of an older parent...a single parent helping a child manage his/her allowance.

- How are resources evaluated and utilized in each case?
- How might these dramatizations change if an individual or family member were laid off from work?

Describe the steps in setting up a plan for managing money.

- What are several sources of money income?
- How and why are financial resources limited?
- How can a financial plan help an individual or family satisfy needs and wants and meet goals?
- How can individuals plan for seasonal needs or expenses which come quarterly or semiannually?
- When should a financial plan be evaluated or revised?
- What can you gain from financial planning? What might you sacrifice?

Examine the financial needs for each of the following: a family with an irregular income...a two-income family...a newly married couple...a single person...a college student...a retired couple.

- How do individual and family needs, wants and resources change?
- How can a financial plan be adjusted to meet changing needs?
- What special factors should be considered in allocating income when both husband and wife work? When income is irregular?

# Suggested Resources

**The Lifetime Book of Money Management**
Weinstein, Grace. NAL Penguin, Inc., 1633 Broadway, New York, New York 10019. 1987. Offers useful guidance on a variety of topics, from budgeting to retirement planning. Specific information relating to different life stages and real-life experiences are included in each chapter. $17.95.

**Managing Your Personal Finances**
U.S. Department of Agriculture. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1986. This workbook is divided into three sections: "The Principles of Managing Your Finances" outlines the steps toward developing a financial plan; "Financial Tools Used in Money Management" covers savings and investments, insurance and consumer credit; and "Coping with Change" discusses retirement planning and economic change. $6.00 per set.

Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, Illinois 60070.

- **Children and Money Management**
  1987. Offers help to parents in teaching children how to manage income. $1.00.
- **Your Financial Plan**
  1987. Presents a personalized easy-to-read plan for managing income. $1.00.
- **Winning the Money Game**
  Provides high school students with the basics of money management and financial planning. Kit includes 15-minute cassette, teacher's guide, and three spirit masters.
  Filmstrip Kit $8.00.
  VHS Video Kit $12.00.

**Money 1988**
Oxmoor House®, P.O. Box 2463, Birmingham, Alabama 35201. 1988. An excellent overview of current financial issues from taxes to housing. Presents good sound information in a very readable manner. $19.95.

**Personal Finance**
Kapoor, Jack R.; Dlabay, Les R.; and Hughes, Robert J. Irwin Press, 1818 Ridge Road, Homewood, Illinois 60430. (1-800-323-4560). 1988. An extensive guide to personal finance, which covers financial recordkeeping, decision-making, insurance, investments and retirement. Each chapter includes a glossary of terms, review questions, student activities and case studies. Numerous resources are provided in the text and teacher's guide. $35.95.

| Instructional Objectives | Generalizations |
| --- | --- |
| | |
| • Evaluates the plan periodically in terms of changing economic circumstances and goals. | Periodic review and revision of a financial program is required to meet changing situations. |
| • Develops a net worth statement based on assets and liabilities. | A net worth statement is a personal or family financial record which can be used as a guide in planning for financial security. |

# Learning Activities

Develop a monthly financial plan based on your current income and expenses.

- Which of your expenses can be classified as fixed? Flexible? Periodic?
- What present expenses would you be willing to cut down in order to save for something you really want in the future?
- Did you include "savings" in your plan?
- How can nonmoney resources be used to reduce expenses in each area?
- Why is it important that each individual work out a financial plan?

Use the financial plan from the previous activity for one month, evaluate it and make needed adjustments.

- Should family members cooperate in planning the use of family income? Why or why not?
- How can family members take part in planning, controlling and evaluating family spending?
- What adjustments must be made to allow for changing economic conditions such as inflation?

Discuss the purpose of a personal net worth statement.

- Have students calculate a simple net worth statement based on their assets and liabilities.
- How is net worth increased through investing in education, a home, durable goods, stocks and bonds, etc.?
- How might your personal net worth change during different stages in life?
- How does the overall economy affect personal net worth?

# Suggested Resources

**Personal Financial Planning**
Gitman, L. and Joehnk, M. Dryden Press, a subsidiary of Holt, Rinehart and Winston, Inc., 6277 Sea Harbor Drive, Orlando, Florida 32887. 1987. A comprehensive text which addresses all of the major personal finance problems individuals and families encounter. $29.00.

**Personal Finance**
Garman, E. Thomas and Forgue, Raymond E. Houghton Mifflin Company, Two Park Street, Boston, Massachusetts 02108. 1988. A comprehensive text which covers all aspects of personal finance, using a "how to" approach. $39.56.

# Concept 4 Consumer Credit

| Instructional Objectives | Generalizations |
| --- | --- |
| • Identifies the types and sources of consumer credit. | The two basic types of credit are sales credit for buying goods and services and cash credit for borrowing money.<br>Payments for the newspaper, electricity, water, doctors and dentists are examples of service credit.<br>Home equity loans are a form of mortgage credit. |
| • Identifies the pros and cons of using credit. | Consumer credit permits the use of future income to satisfy present needs and wants.<br>Credit is a service for which consumers pay.<br>Wisely used, credit can help consumers raise their level of living.<br>Misuse of credit may lead to serious financial problems. |

## Learning Activities

Investigate the different kinds of credit.

- What are their similarities and differences?
- Where would you go to obtain each?
- What purchases are typically made with each type?
- What are the advantages and disadvantages of credit?
- What is a sales finance agency?

What are the pros and cons of using a home equity loan?

- What questions should you ask before taking a loan of this type? Under what circumstances might you consider a home equity loan?

Describe the different types of credit cards. How are they used?

- Are there set credit limits for each?
- How do they differ in annual fees? Interest rates?
- What factors should be considered before opening a charge account? How would these differ for teenagers and adults?
- What is a debit card and how does it differ from other credit cards?

List the advantages and disadvantages of using consumer credit.

- What is consumer credit?
- Why do individuals and families use consumer credit?
- How can the advantages of using consumer credit for one person be a disadvantage for another?

Explain how the use of credit affects future income and future needs and wants.

- How does the principle of opportunity cost apply to the use of credit?
- Can the wise use of credit raise your level of living? Explain.
- Can the use of credit be a form of savings?

## Key Terms

annual percentage rate (APR)
bankruptcy
capital
capacity
cash credit
character
collateral
cosigner
credit bureau
credit card
credit card fraud
credit insurance
credit rating
debit card
finance charge
garnishment
installment contract
interest
principal
revolving charge accounts
rule of 78ths
sales credit
service credit
wage assignment

| Instructional Objectives | Generalizations |
| --- | --- |
| • Explains consumer rights and responsibilities when using credit. | Knowing the cost of credit contributes to using it intelligently.<br>When large numbers of consumers misuse credit, the financial consequences affect not only the debtors and creditors, but society and the economy as well.<br>Federal, state and provincial laws regulate most aspects of the consumer credit business. |
| • Explains the provisions and obligations outlined in credit contracts and agreements. | Credit contracts set forth the legal rights and responsibilities of both creditors and debtors. |

# Learning Activities

Assign committees to study and discuss the following laws: the Fair Credit Reporting Act...the Fair Credit Billing Act...the Equal Credit Opportunity Act...the Fair Debt Collection Practices Act...Truth in Lending...U.S. Bankruptcy Act of 1978.

- What are the major provisions of each?
- How do they aid consumers?
- What responsibilities do consumers have in making the laws effective?
- What are the consumer's responsibilities in using credit? What are the creditor's responsibilities in granting it?
- What steps should be taken if your credit cards are lost or stolen? What is your personal liability?
- What precautions can you take to prevent credit card fraud?

Investigate and discuss the consequences of failing to meet credit obligations.

- What should you do if you cannot pay your obligations on time?
- What is involved in filing for bankruptcy? How does Chapter 7 compare with Chapter 13 (in Canada, Orderly Payments of Debts?)

Write a letter to correct an error on your credit card bill.

- What information should be included?
- To whom should the letter be directed?
- How soon should you report this error?
- What are your liabilities?
- Why is it important to check your billing statement carefully?

Report on the services of nonprofit community credit counseling agencies.

- Where do you find such services? Are they free?
- Who can use these services? What is required of participants?
- What training do the counselors have?

Obtain and fill out credit applications from various sources.

- What information is required on the application?
- Discuss any of the terms that you do not understand.
- List the consequences for failure to fulfill the terms as outlined in the contract.

Discuss the purpose of credit insurance.

- What kind of protection does it provide?
- What are the advantages and disadvantages of obtaining credit insurance?
- When might a credit user consider this type of insurance?

# Suggested Resources

**Consumer Handbook to Credit Protection Laws**
Consumer Information Center, Pueblo, Colorado 81009. This useful handbook explains how the consumer credit laws can help you shop for credit, apply for it and keep up your credit rating. 50¢.

**Credit Wise — A Guide to Consumer Credit**
The Canadian Bankers' Association, Suite 600, The Exchange Tower, P.O. Box 348, Two First Canadian Place, Toronto, Ontario M5X 1E1. A general guide to help individuals make informed credit choices. Free. (Available in Canada only)

Federal Trade Commission, 6th Street and Pennsylvania Avenue, N.W., Washington, D.C. 20580. Informative pamphlets which outline the various credit laws in an easy-to-read manner. Free.

- **Fair Debt Collection Practices Act**
- **The Fair Credit Billing Act**
- **Equal Credit Opportunity Act**

**How to Choose and Use Retail Credit**
Consumer Information Services, Department 703, BSC 40-23, Sears, Roebuck and Co., Sears Tower, Chicago, Illinois 60684. This booklet discusses retail credit and how to choose and use it wisely. Single copies free.

Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, Illinois 60070.

- **Managing Your Credit**
  1988. Presents a comprehensive and objective guide to understanding consumer credit and managing credit dollars. $1.00.
- **Credit—Handle With Care** filmstrip kit
  Explains how to establish credit, why credit costs vary, and the kinds of questions asked on credit applications. Kit includes 20-minute cassette, teacher's guide and three spirit masters. $8.00.

**Personal Finance for Canadians**
Brown, Kathleen H. Prentice Hall Canada, Inc., 1870 Birchmount Road, Scarborough, Ontario M1P 2J7. 1988. A comprehensive text which describes how credit is used, the sources of credit and credit problems. $23.33.

| Instructional Objectives | Generalizations |
| --- | --- |
| • Analyzes credit worthiness based on character, capital and capacity. | Obtaining credit depends on the consumer's ability and willingness to repay, which is measured by the three C's – character, capital and capacity. |
| • Plans the use of credit in light of present and future needs, wants and income. | Credit can be used safely only when it involves amounts that can be comfortably repaid out of future income.<br>The need for credit may vary at different stages in life.<br>Managing credit dollars requires planning the use of credit within the framework of an overall personal or family financial program. |
| • Shop for all types of consumer credit. | It is as important to shop for credit as it is to shop for other goods and services.<br>Credit card fees, interest rates, credit lines vary with the provider. |

# Learning Activities

Role-play a teenager opening a charge account at a local clothing store...a family seeking a loan for a financial emergency...a couple arranging for a consolidation loan.

- What steps would you take to establish credit?
- What factors do creditors consider before granting credit? How might this affect young people applying for credit for the first time?
- What is a cosigner? Under what circumstances might a lender require one?
- What should you do if you are turned down for credit?
- What are the provisions under the Equal Credit Opportunity Act?

Discuss the functions of your local credit bureau or reporting agency.

- What is a credit rating?
- How can you establish a good credit rating? How can you lose a good one?
- Who places information in your credit file?
- What types of information is a credit bureau likely to have on file about you?
- What are your rights and remedies under the Fair Credit Reporting Act?

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How would you decide whether to use savings or credit?

- What are the advantages and disadvantages of one method over the other? How might advantages outweigh disadvantages, and vice versa, depending on the item being purchased?
- What are your alternatives?
- How does the amount of interest on savings compare with the interest charged for credit?

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Assign a small group of students to shop for a major item such as a stereo or bike and report to the class.

- How did the credit terms, quality and price compare?
- Why must you pay for the use of credit?
- How can you accurately compare credit costs?
- Why do the costs of credit vary?

Have two to three students shop for a $5,000 loan to be repaid in one year, two years, three years.

- What is the annual percentage rate (APR)? How does it help you when shopping for credit?
- What are the monthly payments?
- What is the total dollar cost of the loan?
- What information is required by law?
- What is the rule of 78ths?
- Make up a chart showing the difference in length of terms, monthly payments, total dollar costs and interest rates.

# Suggested Resources

**The Rule of 78ths**
Public Information Publications, Federal Reserve Bank of Philadelphia, P.O. Box 66, Philadelphia, Pennsylvania 19105-0066. Easy-to-read pamphlet which explains how interest is determined on a loan. Up to 50 copies free.

**Your Credit Rights**
Federal Reserve Bank of Minneapolis, 250 Marquette Avenue South, Minneapolis, Minnesota 55480. Comprehensive teacher's guide for teaching consumer credit and consumer credit protection. Includes pretests, student activities and case studies. One copy free per instructor.

# Concept 5 Financial Products and Services

| Instructional Objectives | Generalizations |
|---|---|
| • Identifies the different providers of financial services and the products and services available from each. | Consumers can choose from an array of financial products and services.<br>Financial institutions offer a broader range of services than ever before.<br>Fewer differences between financial providers have led to greater competition. |
| • Compares the products offered by financial institutions in terms of a) minimum deposit requirements, b) interest rates and yields and c) the advantages and disadvantages of each. | Generally, savings vehicles with the highest yields come with minimum deposit and balance requirements, with restrictions on withdrawals and penalties for early withdrawals. Money also must remain on deposit for longer periods of time.<br>Treasury securities are considered the safest investments because they are backed by the federal government.<br>Investments placed in federally insured institutions are safer than those placed in uninsured institutions. |
| • Describes how computer technology has affected the financial industry. | Computer technology has changed the way in which financial affairs are conducted. |

# Learning Activities

Visit different financial institutions and collect literature on the products and services available at each.

- What types of services do they offer?
- What kinds of products are available?
- Are accounts federally insured? By whom? For how much?
- What is the Federal Reserve Board and how does it function?

Chart the savings products available through traditional financial institutions.

- How do they compare in terms of interest paid on accounts? Minimum deposits? Length of maturity? Withdrawal restrictions?
- How is the interest computed (daily, quarterly, semiannually)? What difference does it make?
- Who regulates the amount of interest paid and length of time money is on deposit?

Have students practice filling out deposit slips, checks, checkbook registers.

- What kind of information is generally required to cash a check?
- What are the consequences of writing a check for more than the balance in your account?
- What are the fees, charges and minimum deposit requirements?

Have students practice balancing a checkbook.

- What is an outstanding check?
- What happens when you bounce a check?

Discuss the effect of technology on the ways we conduct financial affairs.

- What are electronic funds transfer systems (EFTS)?
- What are the advantages and disadvantages of EFTS to lenders and to consumers?
- What is an ATM?
- What are the advantages and disadvantages of ATMs?
- What precautions should you take when using them? What are your liabilities?



# Key Terms

automatic teller machines (ATMs)
certificates of deposit (CDs)
chartered bank*
checking accounts
commercial bank
credit union
electronic funds transfer systems (EFTS)
Federal Deposit Insurance Corporation (FDIC)
Federal Reserve Board
Federal Savings & Loan Insurance Corporation (FSLIC)
finance company
guaranteed investment certificate (GIC)*
money market deposit accounts
mutual savings bank
National Credit Union Administration (NCUA)
NOW accounts
prime rate
savings accounts
savings and loan association (S&L)
savings bonds
share draft accounts
superNow accounts
term deposits*
Treasury bills, bonds, and notes
trust company*

* *Available in Canada only*

# Suggested Resources

**The Bank Book**
Hoffman, Naphtali and Brobeck, Stephen. Harcourt Brace Jovanovich, Inc., Trade Sales Department, 1250 Sixth Avenue, San Diego, California 92101. A complete overview of financial products and services. $5.95

**U.S. Savings Bonds**
Office of Public Affairs, U.S. Savings Bonds Division, Department of the Treasury, Washington, D.C. 20226. A valuable pamphlet which details the buying and selling of U.S. savings bonds. Free.

# Concept 6 Insurance

| Instructional Objectives | Generalizations |
|---|---|
| • Knows the purpose of insurance and how it fits into an overall financial plan. | Insurance is an integral part of financial planning.<br>The purpose of insurance is to protect against possible financial loss.<br>Insurance policies should be reviewed periodically to reflect changes in personal circumstances and economic conditions. |
| • Knows the different types of life insurance policies and how they vary. | Selecting the right kind of life insurance is an individual decision based on personal needs and preferences. |
| • Outlines a personal (or family) life insurance program, based on present and future needs, income and financial responsibilities. | Life insurance can provide money for funeral expenses, outstanding debts, income for family members, educational expenses, and retirement income for the surviving spouse. |
| • Recognizes the importance of having adequate health and disability coverage. | For young people the risk of becoming disabled is greater than the risk of death.<br>Government social insurance programs provide medical benefits and income to eligible citizens, usually those who are retired or disabled. |

## Learning Activities

Explain the purpose of insurance.

- What kinds of risks do you face?
- What is meant by shared risk?
- How does insurance provide financial protection?
- Why should you keep policies up to date?

Develop a chart to show the difference between term insurance, whole life and universal life policies.

- What protection does each provide? Cash value?
- What are the advantages and disadvantages of each?
- How do costs compare?
- How do costs vary with age?

Discuss the important points to consider when buying life insurance.

- How do individual and/or family goals affect the kinds and amounts you buy? Number and age of dependents? Marital status? A working or nonworking spouse?
- What is an annuity and how does it differ from life insurance?
- What is a beneficiary?

Develop a life insurance program for a young person just starting out, a newly married couple, a working couple buying a new home, a family with small children, a retired person.

- How do insurance needs change with different stages in life?
- How are plans for financial security affected by age, health, marital status, occupation, size of income, and assets and liabilities?

Invite a human resource specialist to class to discuss health care benefits.

- What is included under hospital/surgical/medical benefits? Is dental coverage available?
- What are the advantages of obtaining group coverage through your employer?
- What is meant by "flexible benefits?"
- What is disability insurance?
- What can you do to reduce health care costs?

## Key Terms

annuities
assigned risk plan
beneficiary
cash value
claim
deductible
disability
health maintenance organization
no-fault insurance
premium
shared risk
term insurance
whole life insurance
universal life insurance

| Instructional Objectives | Generalizations |
| --- | --- |
| | |
| • Describes the kind of protection covered in a homeowners or tenants policy. | A home, whether it is an apartment, condo or single-family dwelling, is one of the most valuable assets you have and should be protected. |
| • Describes the kind of protection provided in an auto insurance policy. | Adequate auto insurance is needed to protect against personal injuries and/or property damage. |
| • Develops criteria for choosing an insurance agent. | An insurance agent should be knowledgeable in the field and someone with whom you feel comfortable. |

# Learning Activities

Investigate health maintenance organizations (HMOs).

- What types of benefits do they offer?
- How do they compare in costs to conventional plans?
- What are the advantages and disadvantages of joining an HMO?
- Investigate health insurance programs which are available through the government.
- Who qualifies for this type of health care protection?
- What major provisions are provided?
- What do they cost? How are they financed? Who benefits from each plan and how?

Study the standard forms of homeowners insurance — basic, broad and comprehensive.

- What kinds of coverage does each provide?
- What kind of coverage is needed for students going to college? For apartment dwellers? For homeowners?
- Take a household inventory. What records should be kept to substantiate a homeowner's claim?

Examine a standard auto insurance policy.

- How does it protect the policyholder?
- What kinds of coverage are provided?
- How much personal liability coverage is required by the financial responsibility laws in your state?
- What do the numbers 100/300/100 indicate?
- What is an assigned risk plan?
- In case of an auto accident, what information do you need?

Compare the cost of auto insurance from three different companies.

- What kind of coverage does each provide?
- What factors affect the cost of auto insurance?
- How can these costs be cut?

Develop criteria for choosing an insurance agent.

- What services does an insurance agent provide?
- What training is needed to become an agent? What do the letters "C.L.U." indicate?
- What is the difference between an exclusive agent and an independent one?
- Who regulates the insurance industry?

# Suggested Resources

American Council of Life Insurance, 1001 Pennsylvania Avenue, N.W., Washington, D.C. 20004-2599.

- **Life and Health Insurance: A Teaching Manual**
  In-depth manual covering the types of life and health insurance, how insurance works, and a history of the industry. Includes student activities, handouts and sample insurance policies. $5.00.
- **What You Should Know About Annuities**
  Pamphlet which describes annuities and how they work. Single copies free.

Insurance Bureau of Canada, 181 University Avenue, 13th Floor, Toronto, Ontario M5H 3M7.

- **Car Insurance Explained**
  Reviews an auto insurance policy and the basic types of coverage. Free.
- **Home Insurance Explained**
  Discusses a home insurance policy and type of protection provided. Free.

Insurance Information Institute, Publications Service Center, 110 William Street, New York, New York 10038.

- **Home Insurance Basics** and **Auto Insurance Basics**
  Provides basic information on auto and home insurance. Instructional objectives, generalizations and learning experiences are also included. Single copies free.

**Life Insurance: A Consumer's Handbook**
Belth, Joseph M. Indiana University Press, Indiana University, Bloomington, Indiana 47405. 1985. A comprehensive guide which tells how to measure your life insurance needs, shop for insurance and select an agent. $12.50.

**What You Should Know About Disability Insurance**
Health Insurance Association of America, 1001 Pennsylvania Avenue, N.W., Washington, D.C. 20004. Pamphlet which defines disability insurance and helps you determine if you have adequate coverage. Single copies free.

**Where Will the Money Come From if You Are Disabled?**
Canadian Life and Health Insurance Association, Inc., 20 Queen Street West, Suite 2500, Toronto, Ontario M5H 3S2. A general guide which explains the sources of disability insurance and how to determine your needs. Single copies free. (Available in Canada only)

**Your Insurance Dollar**
Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, Illinois 60070. 1986. Introduces the four basic types of insurance – health, life, auto and homeowners – and offers guidelines for buying policies to meet present and future needs. $1.00.

# Concept 7 Savings and Investments

| Instructional Objectives | Generalizations |
|---|---|
| • Estimates the degree of risk that can be tolerated, both financially and emotionally. | The amount of risk savers/investors can safely assume depends on age, income, expenses and obligations, overall financial circumstances and attitudes toward risk taking.<br>The greater the potential for gain from investments, the greater the risk of loss.<br>Most investments involve some kind of risk. |
| • Sets clearly defined investment goals for a sound savings/investment program. | Investors need to consider their objectives before investing. |
| • Collects reliable information to guide investment choices. | Being informed is a prerequisite for making wise investment choices. |
| • Considers rate of return, safety and liquidity for various savings and investment alternatives. | Savings and investment vehicles should be evaluated in terms of their rate of return, level of safety and liquidity. |

## Learning Activities

Analyze the level of risk for different investment options.

- What is the relationship between risk and return?
- What are the safest investment vehicles? The least safe?
- What level of risk can a young person with no dependents assume? A dual-income family? A family with small children? An older person nearing retirement?
- How can you minimize the risks associated with investing?

Interview friends, relatives and neighbors. What do they hope to achieve through investing?

- How might these goals change over a lifetime?
- What savings/investment vehicles would you choose to reach your goals? Why?
- Why is it important to have a diversified portfolio?

Investigate various sources of investment information.

- What business and consumer magazines provide this kind of information?
- What are the advantages and disadvantages of investment clubs?
- How do financial planners help individuals and families?
- What kind of information is found in an annual report?
- What is a prospectus and how can you obtain one?

Compare the following investment choices in terms of safety, return and liquidity: stocks, bonds, mutual funds, commodities, precious metals and real estate.

- Which ones are the most liquid? The least liquid?
- Which ones offer the possibility of large returns?
- Which investments offer the greatest risk?
- Which investments are most likely to keep pace with inflation?
- Where would you invest $1,000 for long-term growth? Safety? Short-term profits?

## Key Terms

annual report
bear market
blue chip
bonds
bull market
Canada Pension Plan*
collectibles
commodities
diversification
dividend
dollar cost averaging
Dow Jones Industrial Average (DJIA)
financial planner
individual retirement accounts (IRAs)
Keogh account
liquidity
money market funds
mutual funds
net asset value
pension
precious metals
price/earnings ratio
prospectus
registered retirement savings plan (RRSP)*
rule of 72
securities
stockbroker
stock exchange
stock market
stocks
yield

** Available in Canada only*

| Instructional Objectives | Generalizations |
| --- | --- |
| • Develops a savings and investment program based on personal goals, income and expenses. | Saving and investing can help individuals to reach financial goals, raise their standard of living, supply retirement income and provide an estate for dependents.<br>Savings should be considered a fixed expense in your financial plan. |
| • Evaluates savings and investment programs in light of changes in personal net worth, stages in life and overall economic conditions. | Individuals need to review their savings and investment programs on a regular basis. |
| • Knows how to read stock quotations and mutual fund tables found in major newspapers. | Investors must track the performance of their investments for optimum results. |

# Learning Activities

Discuss the importance of having some type of savings or investment plan.

- What is meant by the expression "pay yourself first"?
- Why is it important to develop the savings habit early in life?
- How can savings help you reach your goals?
- What is the value of compound interest?
- Using the rule of 72 (divide the number 72 by the interest rate), determine how long it will take to double your money if invested at 6 percent. At 12 percent.
- What are the key differences between saving money and investing it?

Develop a simple savings/investment program for a first-time investor, a family with young children and a retired couple. Consider their stages in life, their personal net worth and current economic conditions.

- List typical savings and investment goals for each.
- What should they consider when deciding how much and where to invest?
- How do inflation, recession and interest rates affect investments?
- How can you plan for a changing economy?
- What types of programs are designed for retirement?

Select stocks from three different companies listed on the stock exchange. Using an annual report, discuss the business of the company, its quality of management, past earnings, growth potential and yield.

- How did they compare to the Dow Jones Industrial Average?
- Did the companies declare any dividends?
- What is the difference between interest and dividends?
- In which company would you invest? Why?
- What services does a stockbroker provide?
- What is the New York Stock Exchange?
- What are some different ways to purchase stocks?

Investigate the different types of mutual funds.

- What are the pros and cons of investing in mutual funds?
- What factors should be considered when choosing a fund?
- What is the difference between a load fund and a no-load fund?
- What is the advantage of investing in a family of funds?
- What is dollar cost averaging?
- How are mutual funds purchased?
- How are shares redeemed?

# Suggested Resources

The Canadian Securities Institute, 33 Yonge Street, Suite 360, Toronto, Ontario M5E 1G4.

- **How to Read Financial Statements**
  Explains how to read and interpret various financial statements. $1.50.
- **Investment Terms & Definitions**
  A guide to Canadian stocks and bonds plus an investment glossary. $1.50.

**Consumer Guide® 10 Best Investments from $1,000 to $5,000**
Weber, Louis, 7373 N. Cicero, Lincolnwood, Illinois 60646. 1987. A good overview of basic investment alternatives, from mutual funds to real estate investment trusts (REITs). $3.50.

**How to Invest $50 to $5,000**
Dunnan, Nancy. Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022. 1987. Easy-to-read book outlining basic investment choices, their advantages and how to invest. $5.95.

**How to Read a Financial Report**
Merrill Lynch, Pierce, Fenner & Smith, Inc., 265 Davidson Avenue, Somerset, New Jersey 08873. Explains how to read and interpret financial statements. Free.

**How to Read a Stock Market Quotation**
Dow Jones & Co., Inc., Educational Service Bureau, P.O. Box 300, Princeton, New Jersey 08540. Explains how to read stock market quotations found in major newspapers. Free.

**The Investor's Information Sourcebook**
Lesko, Matthew. Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022. 1988. An invaluable guide which provides beginning investors with a complete annotated listing of available resources in the savings and investment area. $9.95.

**Marshall Loeb's Money Guide**
Loeb, Marshall. Little, Brown and Company, 200 West Street, Waltham, Massachusetts 02254. 1986. A practical guide offering advice on investing, spending and saving money. $12.45.

**Money Dynamics for the 1990s**
Van Caspel, Venita. Simon & Schuster, Mail Order Billing, 200 Old Tappan Road, Old Tappan, New Jersey 07675. 1988. Comprehensive, step-by-step guide which shows you how to develop an investment strategy geared to your needs, income level and ability to handle risk. $22.95. Make check payable to Simon & Schuster.

| Instructional Objectives | Generalizations |
| --- | --- |
| | |
| • Recognizes that additional education or training can be one of the soundest investments of all. | Investing also includes investments in education or training and in your own business. |
| | |

# Learning Activities

Select two stocks and/or mutual funds and track their performance for one or two months.

- Was there a net gain or net loss?
- What was the return on investments?
- What was the highest price paid per share? The lowest?
- What were the highest number of shares traded on any one day?
- How did their performances compare to the Dow Jones Industrial Average?

Discuss ways in which students can invest in themselves.

- What postsecondary training or educational opportunities exist in your area?
- What personal characteristics are important for an entrepreneur?
- What other factors need to be considered before starting your own business? What kinds of businesses are young people going into?

# Suggested Resources

Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, Illinois 60070.

- **Your Savings & Investment Dollar**
  Offers guidance on building financial security, choosing financial products and services and selecting investments for growth and income. $1.00.
- **Go For The Gold** filmstrip kit
  Introduces first-time investors to different financial products and services as well as investments for growth and income. Kit includes 18-minute cassette, teacher's guide and three spirit masters. $8.00.

**The New York Times Complete Guide to Personal Investing**
Klott, Gary L. Random House, Inc., 400 Hahn Road, Westminster, Maryland 21157. A comprehensive guide covering a broad range of investment options, from stocks and bonds to commodities. $22.50.

**The Wall Street Journal Education Edition**
Educational Service Bureau, Dow Jones & Company, Inc., P.O. Box 300, Princeton, New Jersey 08540. Student edition of the Wall Street Journal which describes how to read the Journal and highlights economic and world news. Free. Limit 50.

# Additional Learning Activities

The following activities may be used in connection with any of the key concepts developed in the GUIDE. You may also choose projects from these suggestions to meet the needs of individual students and to challenge some of your most able learners.

## Field Trips

Field trips allow students to see how the "real world" operates and provide hands-on learning experiences. But to be successful, the leader or teacher must organize them effectively and follow up with appropriate activities. If a field trip is impossible due to lack of money or time, consider going by yourself and videotaping it for the class. Individual students can also make field studies and report what they have learned to the class. In that way, the class can learn about many places.

In planning a field trip:

1. Ascertain the merits of the trip.
   - Determine the need for a field trip and the kind of visitation most useful for the audience.
   - Find out from informal discussion the type of trip students would be most enthusiastic in taking.
   - Correlate the field trip as much as possible with specific subject areas.
2. Discuss the proposed trip with administrators, noting:
   - date and alternate dates for the trip
   - length of trip and itinerary
   - transportation arrangements
   - expenses
   - parental permission slips and the utilization of adult chaperones.
   - information on facilities at site to be visited, especially lunchroom and restroom facilities.
3. Provide information for parents, if not an adult group.
   - Prepare a notice supplying all pertinent information, including the purpose of the trip, location, date of trip, supervisory arrangements, lunch arrangements, etc.
   - Contact responsible adults to assist in supervision on the trip.
4. Arouse the interest of participants.
   - Discuss the purpose of the trip.
   - Provide meaningful advance activities related to the theme of the field trip.
   - Consider seating arrangements on the train, bus, or cars if driving.
   - Discuss ground rules and behavior expected and advise what to do in an emergency.
5. Work closely with personnel handling the field trip.
   - Inform them of the size, age and background of the group.
   - Discuss the specific areas you would like to cover and what you hope to accomplish by the trip.
   - Obtain written confirmation of arrangements.
   - Be flexible in arrival and departure times but once these are established, adhere strictly to them — i.e., *be on time.*
   - Consider the time demands and priorities of the concern you are visiting.
6. Enhance the value of the field trip.
   - Plan follow-up activities.
   - Discuss the trip as soon as possible upon return.
   - Use available audiovisual materials that review the trip's objectives and supplement knowledge gained on the trip.
   - Have a class representative write thank-you letters to the management at the places visited.
   - Have participants provide oral or written reports; make drawings, posters, displays or bulletin boards; or participate in research activities related to the field trip.
   - Write a report of the trip for the school paper.

## Research Projects

Research projects challenge students and offer an excellent way to earn extra credit. Following are some topics to consider. Findings may be presented to the class or appear as articles in the school newspaper.

- Financial alternatives for funding a college education
- The type of information found in an annual report
- How tax money is used
- Choosing a financial planner
- Low-risk investment choices
- What should be considered when shopping for a bankcard
- How the minimum wage affects different groups of wage earners
- Similarities and differences between financial institutions
- How to protect yourself against credit card fraud
- The kinds of information released by credit bureaus
- The economic relationship between business, government and consumers in our economy
- A comparison of the free enterprise system with a planned economy such as that of the USSR

## Bulletin Board Ideas

Bulletin board displays can be individual, group or class projects. Following are some ideas for displays that will stimulate thinking, learning and classroom discussions.

- Show a composite of ads and brochures featuring banking products and services, i.e., IRAs, money market deposit accounts, NOW accounts.
- Post articles relating to economic news – interest rates, stock prices, business trends.
- Graph different economic indicators over the past decade.
- Illustrate the different sources of consumer credit.
- Illustrate the variety of employee benefits such as health insurance, savings plans, pensions and vacations.
- Show examples of typical financial goals students may have.
- Show the basic types of insurance – life, health, homeowners and auto.
- Show the different investment choices – stocks, bonds, mutual funds, collectibles, gold, commodities, etc.
- Show how financial needs change with marriage, the purchase of housing, arrival of children, retirement.

## Group Activities

Group activities, which provide hands-on learning experiences and thus involve students in the subject matter, can be an ideal motivational tool. The following activities are designed to interest students in financial matters.

- Assign groups of students to write a "money matters" column in the school newspaper, concentrating on financial problems that teenagers typically face.
- Have groups of students develop short skits relating to a credit problem and how to solve it.
- Appoint a group of investigative reporters to watch for news items related to the financial marketplace. Have them hold weekly news conferences to keep the class informed.
- Divide the class into small groups and assign each a specific occupation. Using the Occupational Outlook Handbook (see page 21), determine the starting salary in that field. Calculate the Social Security deductions based on current rates. Calculate the federal and state income tax. (Contact your local IRS and state income tax office for the latest withholding tax booklet.) Devise a monthly financial plan based on anticipated income. What changes would each group make in career choice or lifestyle based on this project?

# Case Studies

Case studies provide students with an opportunity to apply what they have learned to real-life situations. They can be used as an individual project or as a role-playing activity to stimulate classroom discussion on basic money management principles. Additional case studies can be created from newspaper articles and/or personal experience.

## Case One: Financial Planning

**Characters:** Bob plays football for a top NFL team; age 28; single.

Bob's dreams of being a professional football player have come true. He earns a high income, owns a home in a prestigious neighborhood and drives a fancy sports car. But what Bob doesn't have are long-range plans for the future. He realizes that his career in pro ball is relatively short and there is always the possibility of being injured. Bob's home is a good investment because it is appreciating in value and presently serves as a tax shelter. But up until now he hasn't given much thought to a savings/ investment program. He would like to shelter additional income from taxes, as well as set aside money for an unpredictable future.

**Questions to Discuss:**

1. What financial goals might Bob have for the short term? The long term? How might these change if he becomes injured?
2. What factors might influence his goals?
3. Why is a financial plan important at Bob's income level? What does he need to consider when setting up a plan?
4. What percentage of Bob's income should be saved for emergencies? For goals? For retirement?
5. What kind of information does Bob need to make wise decisions? Where can Bob go for help? How can he protect himself against possible investment scams?
6. What kind of retirement investments would you recommend to Bob? What kind of risks can he afford to take? Why?
7. What other financial needs should he be thinking about?

## Case Two: Applying for Credit

**Characters:** Susan, who has recently graduated from secretarial school, is starting a new job; age 20; single. Mr. Murphy, Susan's dad.

Susan is very excited about starting her first "real" job and finally earning some money of her own. She will need a car to get to and from work. Her dad has offered to loan her the money for the down payment and, if required, cosign an auto loan. Because she is in an entry-level position, her income is moderate. A new car is probably out of the question, but she has found a sporty looking used car which is in good condition. Now all she needs is the financing. She has a checking and savings account, which help to establish her financial identity, but no credit history.

**Questions to Discuss:**

1. Where can Susan go for financing?
2. What are the current interest rates for auto loans? How long are the terms?
3. If you were a lender, what questions would you ask Susan?
4. What are Susan's credit responsibilities?
5. Why would Mr. Murphy need to cosign the loan? What are his responsibilities if he does so?
6. Would you recommend that Susan buy credit insurance? Why or why not?
7. Why is it important to establish a credit history? What suggestions would you give to Susan for maintaining a good credit rating?
8. What laws protect Susan as a credit applicant?
9. Why might a lender turn her down for the loan?
10. What are the advantages and disadvantages of using credit vs. saving for a car?

## Case Three: Savings and Investments

**Characters:** Mary Garcia works as a nurse at a nearby hospital; age 24. Her husband Bill, a high school science teacher; age 26.

Mary and Bill have been married for several years and live in an apartment. They hope to buy a place of their own and have managed to save $8,000 toward the down payment. Their goal is to invest it wisely and watch it grow.

1. How long will it take to double their money? (Use the rule of 72: Divide the number 72 by the interest rate.)
2. How much risk can they afford to take?
3. How do changing interest rates affect money-market funds? Stocks? Bonds? Certificates of Deposit?
4. What is the relationship between risk and return?
5. What is the advantage of dollar cost averaging?
6. Which investment vehicles offer maximum returns? Safety of principal? Liquidity?
7. What kind of an investment program would you recommend for the Garcias? Why?

# General References

General reference materials include periodicals, booklets, audiovisuals, computer software and newsletters. They are available from private associations, business organizations and government agencies. Schools, universities and government offices in your city, county, state or province may also be excellent sources of information. The following sources should prove helpful in teaching money management.

## Periodicals and Newsletters

**ACCI Newsletter**
240 Stanley Hall
University of Missouri
Columbia, Missouri 65211

**Business Week**
McGraw-Hill Publications, Inc.
1221 Avenue of Americas
New York, New York 10020

**Canadian Consumer**
(Including annual Personal Money Guide)
Consumers' Association of Canada
Box 9300
Attn: Circulation Department
Ottawa, Ontario K1G 3T9

**Canadian Money Saver**
Box 370
Bath, Ontario K0H 1G0

**Changing Times**
The Kiplinger Washington Editors, Inc.
1729 H Street, N.W.
Washington, D.C. 20006

**The CIRcular' Consumer Information Reports**
Department #3631
Bank of America
P.O. Box 37128
San Francisco, California 94137

**Consumer Information Catalog**
Consumer Information Center
Pueblo, Colorado 81009

**Consumers' Research**
800 Maryland Avenue, N.W.
Washington, D.C. 20002

**Current Consumer and Lifestudies**
General Learning Corporation
60 Revere Drive
Northbrook, Illinois 60062-1563

**Everybody's Money**
Credit Union National Association, Inc.
P.O. Box 333
Madison, Wisconsin 53701

**MMI Memo**
Money Management Institute
Household Financial Services
2700 Sanders Road
Prospect Heights, Illinois 60070

**Sylvia Porter's Personal Finance Magazine**
Box 1928
Marion, Ohio 43305

**Teaching Topics**
American Council of Life Insurance
Education Relations & Resources
1001 Pennsylvania Avenue, N.W.
Washington, D.C. 20004-2599

**U.S. News & World Report**
U.S. News & World Report, Inc.
2400 N Street, N.W.
Washington, D.C. 20037

**Wall Street Journal**
Editorial & Publication Headquarters
200 Liberty Street
New York, New York 10281

## Computer Software

**All About Us/HEAE-C-116**
Illinois Cooperative Extension Service
College of Agriculture
330 Mumford Hall
University of Illinois
Urbana, Illinois 61801
IBM $60.

**Andrew Tobias Managing Your Money**
Meca Ventures, Inc.
355 Riverside Avenue
Westport, Connecticut 06880
IBM/MAC $219.98; Apple $149.95.

**Financial Cookbook**
Electronic Arts
1820 Gateway Drive
San Mateo, California 94404
IBM/Apple $40.

**Take Control of Your Finances**
Cornell Cooperative Extension
Audio-Visual Center
8 Research Park
Cornell University
Ithaca, New York 14850
IBM $25.

**Personal Finance Software**
Irwin Press (1-800-323-4560)
1818 Ridge Road
Homewood, Illinois 60430
IBM $13.95.

## Associations and Educational Agencies

### United States

**American Bankers Association**
Personal Economics Program (PEP)
1120 Connecticut Avenue, N.W.
Washington, D.C. 20036

**American Council on Consumer Interests**
240 Stanley Hall
University of Missouri
Columbia, Missouri 65211

**American Council of Life Insurance**
Education Relations & Resources
1001 Pennsylvania Avenue, N.W.
Washington, D.C. 20004-2599

**American Financial Services Association**
1101 14th Street, N.W., 4th Floor
Washington, D.C. 20005

**American Institute for Economic Research**
Economic Education Bulletin
Great Barrington, Massachusetts
01230

**Associated Credit Bureaus, Inc.**
P.O. Box 218300
Houston, Texas 77218-8300

**Chamber of Commerce of the United States**
Special Services Department
1615 H Street, N.W.
Washington, D.C. 20062

**Council of Better Business Bureaus, Inc.**
1515 Wilson Boulevard, Suite 300
Arlington, Virginia 22209

**Credit Union National Association, Inc.**
Attn: Public Relations
P.O. Box 333
Madison, Wisconsin 53701

**Health Insurance Association of America**
1001 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

**Insurance Information Institute**
Publications Service Center
110 William Street
New York, New York 10038

**Investment Company Institute**
Public Information Department
1600 M Street, N.W., Suite 600
Washington, D.C. 20036

**Joint Council on Economic Education**
432 Park Avenue South
New York, New York 10016

**National Foundation for Consumer Credit**
8701 Georgia Avenue, Suite 507
Silver Spring, Maryland 20910

**No-Load Mutual Fund Association, Inc.**
11 Pennsylvania Plaza
Suite 2204
New York, New York 10001

**United States League of Savings Institutions**
Public Relations and
Public Affairs Department
111 East Wacker Drive
Chicago, Illinois 60601

### Canada

**Association of Canadian Financial Corporations**
The Sun Life Tower
150 King Street West, Suite 1000
Box 93
Toronto, Ontario M5H 1J9

**Better Business Bureau of Canada**
One St. John's Road, Suite 403
Toronto, Ontario M6P 4C7

**The Canadian Bankers' Association**
Suite 600, The Exchange Tower
Two First Canadian Place
P.O. Box 348
Toronto, Ontario M5X 1E1

**Canadian Chamber of Commerce**
Publications Department
55 Metcalfe, Suite 1160
Ottawa, Ontario K1P 6N4

**The Canadian Co-operative Credit Society**
300 The East Mall, 5th Floor
Islington, Ontario M9B 6B7

**Canadian Life and Health Insurance Association, Inc.**
External Relations
20 Queen Street West, Suite 2500
Toronto, Ontario M5H 3S2

**The Canadian Securities Institute**
33 Yonge Street, Suite 360
Toronto, Ontario M5E 1G4

**Consumers' Association of Canada**
2660 Southvale Crescent
Ottawa, Ontario K1B 5C4

**Insurance Bureau of Canada**
181 University Avenue, 13th Floor
Toronto, Ontario M5H 3M7

## Private Businesses

### United States

**American Express Company**
American Express Tower
World Financial Center
New York, New York 10285

**American Stock Exchange**
86 Trinity Place
New York, New York 10006

**Blue Cross/Blue Shield Association**
1615 L Street, N.W.
Washington, D.C. 20036

**Chicago Board of Trade**
Education & Marketing
Literature Services
141 West Jackson Boulevard
Chicago, Illinois 60604

**Dow Jones & Company, Inc.**
Educational Service Bureau
P.O. Box 300
Princeton, New Jersey 08540

**Federal Deposit Insurance Corporation**
550 17th Street, N.W.
Washington, D.C. 20552

**Federal Savings and Loan Insurance Corporation**
1700 G Street, N.W.
Washington, D.C. 20552

**Household Financial Services**
Money Management Institute
2700 Sanders Road
Prospect Heights, Illinois 60070

**National Credit Union Administration**
1776 G Street, N.W.
Washington, D.C. 20456

**New York Stock Exchange**
Educational Services
11 Wall Street
New York, New York 10005

**Procter & Gamble**
Educational Services
P.O. Box 599
Cincinnati, Ohio 45201

### Canada

**Household Financial Services of Canada**
Money Management Institute
85 Bloor Street East
Toronto, Ontario M4W 1B4

## Government Agencies

### United States

**Bureau of Labor Statistics**
Room 2822
441 G Street, N.W.
Washington, D.C. 20212

**Consumer Information Center**
Pueblo, Colorado 81009

**Cooperative Extension Service**
County offices listed in the white pages of your local phone book under your specific county.

**Federal Reserve System — Board of Governors**
Mail Stop 138
20th & Constitution Avenue
Washington, D.C. 20551

**Securities & Exchange Commission**
Office of Consumer Affairs
and Information Services
450 Fifth Street, N.W.
Washington, D.C. 20549

**Social Security Administration**
6401 Security Boulevard
Baltimore, Maryland 21235
(Contact your local office.)

### Canada

**Consumer and Corporate Affairs Canada**
Consumer Services Branch
Place du Portage, Phase 1
50 Victoria Street
Hull, Quebec K1A 0C9

**Ministry of Consumer and Commercial Relations**
Consumer Information Centre
55 Yonge Street, Main Floor
Toronto, Ontario M7A 2H6

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